

Studio Art 9: Elements: Color

Principles: Movement

March 23-27

Time Allotment: 20 minutes per day

Packet Overview

Date	Objective(s)	Page Number
Monday, March 23	1. Define and describe primary, secondary and intermediate colors (tertiary colors)	2-4
Tuesday, March 24	1. Evaluate three different color schemes monochromatic, analogous and complementary.	5-6
Wednesday, March 25	1. Analyze and evaluate atmospheric perspective and movement in art.	7-8
Thursday, March 26	1. Produce atmospheric perspective by creating a monochromatic image. 2. Define and Express movement within your design /image.	9-10
Friday, March 27	1. Explore complementary colors and produce an image of a sunset or sunrise 2. Explore analogous colors and movement to show details and create a landscape.	11-12

Additional Notes: Use a separate piece of paper, sketchbooks or the spaces provided in this packet to create your designs and images. You will need colors, (crayons, colored pencils will work best) but will accept any medium you choose to use. Examples are provided, parent involvement is okay, but students must complete minor assessments, images and design on their own.]

Academic Honesty

I certify that I completed this assignment independently in accordance with the GHNO Academy Honor Code.

Student signature:

I certify that my student completed this assignment independently in accordance with the GHNO Academy Honor Code.

Parent signature:

Monday, March 23

Art Unit: Color and movement

Lesson 1: Primary, Secondary, Tertiary (intermediate)

Lesson Overview: Color and Color Wheel



Color (American English), or colour (Commonwealth English), is the characteristic of visual perception described through color categories, with names such as red, orange, yellow, green, blue, or purple. This perception of color derives from the stimulation of photoreceptor cells (cone cells in the human eye and other vertebrate eyes) by electromagnetic radiation (in the visible spectrum in the case of humans). Color categories and physical specifications of color are associated with objects through the wavelength of the light that is reflected from them. This reflection is governed by the object's physical properties such as light absorption, emission spectra, etc.

Lesson 1 Socratic Question: Keep these questions in mind as you study this lesson!

What defines a color? What is the relationship between these different color combinations?

Lesson 1 Objective: Be able to do this by the end of the lesson.

Define, describe and evaluate these different colors on the color wheel.

Lesson 1

Primary Colors, Primary colors include **red, blue** and **yellow**. Primary colors cannot be mixed from other colors. They are the source of all other colors.

1. What are the specific qualities and traits of primary colors?

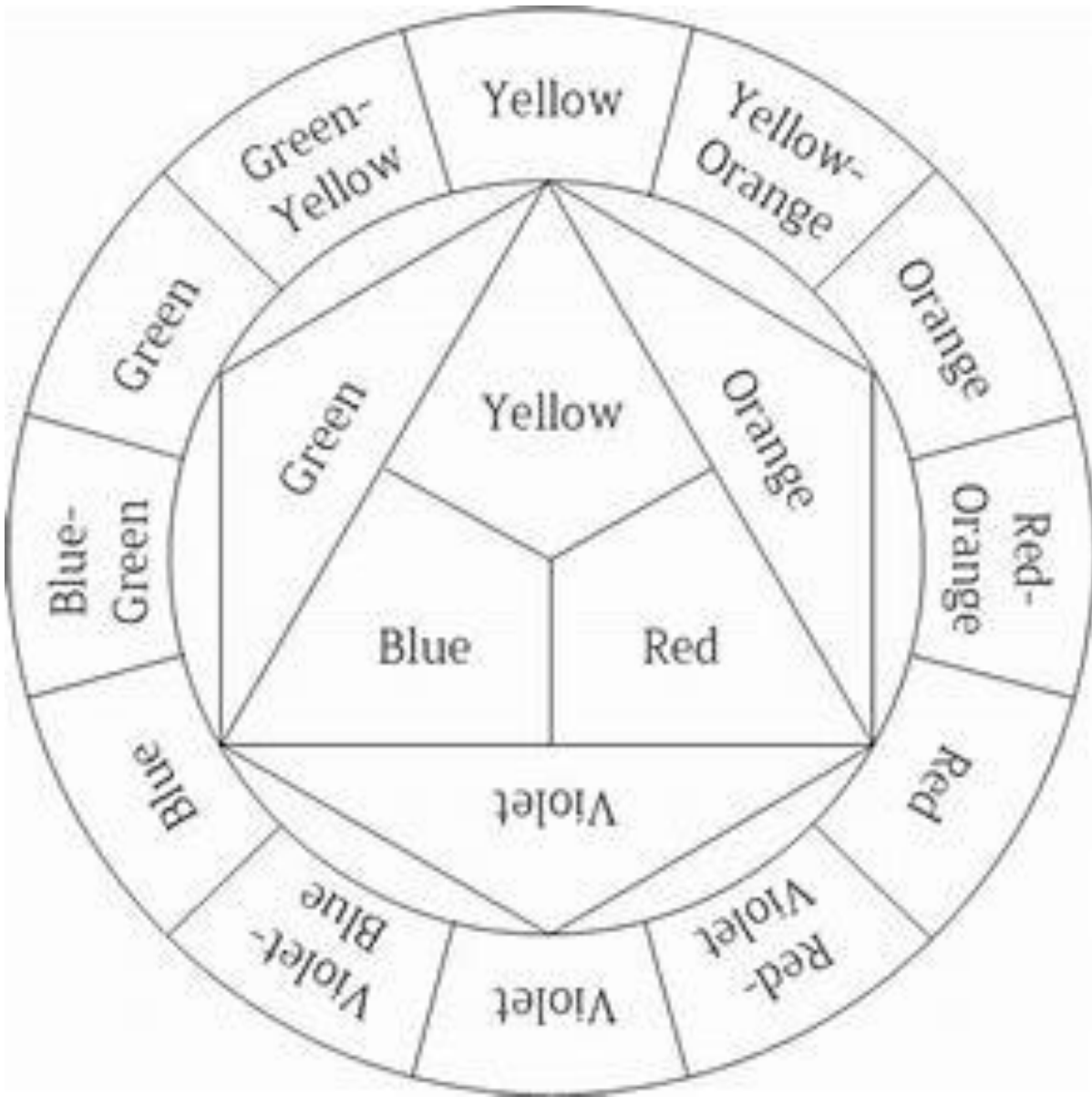
Secondary Colors, Secondary colors are mixed from two primary colors adjacent to each other on the color wheel. The secondary colors are **orange, green** and **violet**.

2. What are the specific qualities and traits of secondary colors?

Tertiary (Intermediate), Tertiary Colors (RYB) Tertiary colors are created by mixing one primary color and its most similar secondary color, which results in a variation of the two colors. There are six tertiary colors. **Blue & Green** = Blue/Green (Turquoise/ Cyan) **Red & Orange** = Red/Orange (Vermilion) **Yellow & Orange** = Yellow/Orange (Amber)

3. What are the specific qualities and traits of tertiary (intermediate) colors?

Use the chart below to help you define and describe primary secondary and tertiary (intermediate colors).



Tuesday, March 24

Art Unit: Color and movement
Lesson 2: Monochromatic, Analogous, Complementary.

Lesson Overview: Color Schemes In color theory, a color scheme is the choice of colors used in design for a range of media. For example, the "Achromatic" use of a white background with black text is an example of a basic and commonly used color scheme in word designed document.

Lesson 2 Socratic Question: Keep these questions in mind as you study this lesson!

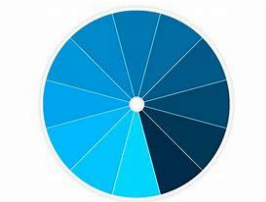
What defines these color combinations? Be able to compare the relationships between each of these different color schemes?

Lesson 2 Objective: Be able to do this by the end of the lesson.
Define, describe and evaluate these different color schemes and combinations.

Lesson 2

1. **Memorize this definition of *Monochromatic*:** containing or using only one color.

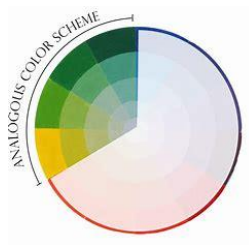
Example of Monochromatic:



Help memorize the definition by rewriting the definition of Monochromatic in your own words.

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2. **Memorize this definition of Analogous:** Analogous colors are colors that are next to each other on the color wheel. For example, yellow, **green-yellow**, and green are categorized as analogous colors. The word 'analogous' is defined as two things with a similar function or feature that are comparable to one another.

Example of Analogous:



Help memorize the definition by rewriting the definition of Analogous in your own words.

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3. **Memorize this definition of Complementary:** A complementary color scheme **uses colors that are opposite on the color wheel for example blue and orange or red and green**. Opposing colors on the color wheel are dramatically different and because of this they will create a high impact jolt when paired together.

Example of Complementary:



Help memorize the definition by rewriting the definition of Complementary colors in your own words.

Wednesday, March 25

Art Unit: Color and Movement
Lesson 3: Atmospheric perspective and movement.

Lesson Overview:

Atmospheric perspective, a technique of rendering depth or distance an image by modifying the tone or hue and distinctness of objects perceived as receding from the picture plane, especially by reducing distinct local colors and contrasts of light and dark to a unity of lighter colors.

Movement is the path our eyes follow when we look at a work of art. The purpose of movement is to create unity in the artwork with eye travel. This can be achieved by using repetition, rhythm, and action. Movement ties the work together by relating the various components of a work together.

Lesson 3 Socratic Question: Keep these questions in mind as you study this lesson!

What defines an atmospheric perspective picture? What defines movement within a picture?

Lesson 3 Objective: Be able to do this by the end of the lesson.

Describe how to show atmospheric perspective and movement in a drawing or painting.

Lesson 3

1. What specific qualities and traits are present to show atmospheric perspective in this picture?
Write down three characteristics of atmospheric perspective as seen in this example.



2. What specific qualities and traits are present to show movement in this picture?
Write down three characteristics of movement as seen in this example.



Vincent VanGogh

Thursday, March 26

Art Unit: Color and Movement
Lesson 4: creating Atmospheric perspective and movement.

Lesson Overview:

How to create atmospheric perspective and movement, in a work of art. Use movement when coloring to help edges become gradually softer. As a result of this technique the contrast between shapes and values diminishes. Next, the color becomes cooler, less intense and more de-saturated or neutralized. Lastly, Making the coloring details become blurred if not completely lost to portray further in the distance.

Lesson 4 Socratic Question: Keep these questions in mind as you study this lesson!

What technique is used to show depth and or distance in an image?

What is the path that the eye follows when we look at a work of art?

Lesson 4 Objective: Be able to do this by the end of the lesson.

Demonstrate how to show atmospheric perspective and movement in a drawing or painting.

Lesson 4 (Minor Assessment)

Use the space provided or a separate sheet of paper, create your own atmospheric perspective drawing.

Refer to the definition of monochromatic from Tuesday's lesson and the definitions of atmospheric perspective and movement from Wednesday's lesson to help guide your drawing.



Friday, March 27

Art Unit: Color and Movement
Lesson 5: Creating sunsets and landscapes.

Lesson Overview: How to use different color schemes to create a landscape and sunset.

Use **complementary** colors to affect the intensity of the sunset. *Example: start with blue at the top of the paper and color in horizontal direction until the top section is filled in. Next, add a small amount of orange under the blue section and color the next section, until the middle is filled. Then finish by layering another blue section under the orange.* Use an **analogous color scheme** to create a detailed landscape. *Example: to create grass use a layer of blue-green on the bottom, green in the middle and yellow-green on top. These colors create an **analogous color scheme** because they are all next to each other on the color wheel.*

Lesson 5 Socratic Question: Keep these questions in mind as you study this lesson!

What color scheme is used to show how opposites can attract?

What is the color scheme that is used to show a range of similar colors?

Lesson 5 Objective: Be able to do this by the end of the lesson.

Demonstrate how to create analogous sunset image and complementary landscape picture.

Lesson 5

Use the space provided or a separate sheet of paper, create your own analogous landscape and complementary sunset.

Use the example provided. Refer to the definitions of analogous and complementary colors from Tuesday’s lesson to help guide your drawing.



